DOCUMENT RESUME

ED 233 149 CE 036 608

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TITLE Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training. Module Number 7. Work Experience Program Modules. Coordination Techniques Series.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE 82
NOTE 39p.; For related documents, see CE 036 602-617. For availability of printed module materials, see CE 036 602. The referenced videotape is available from Iowa Curriculum Assistance Systems, N008 Quadrangle, College of Education, Iowa State University, Ames, IA 50011 (on loan, write for purchase price).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Responsibility; Administrator Role; *Cooperative Education; *Coordination; Educational Benefits; Educational Cooperation; Guidelines; *Instructor Coordinators; Learning Activities; Learning Modules; *On the Job Training; Orientation; Pretests Posttests; School Business Relationship; Secondary Education; *Teacher Education; Teacher Responsibility; Teacher Role; Vocational Education; *Work Experience Programs
IDENTIFIERS *Sponsors

ABSTRACT

This self-instructional module, the seventh in a series of 16 techniques for coordinating work experience programs, deals with the responsibilities of the teacher-coordinator and the training sponsor in providing on-the-job training. The module contains a series of pretests and learning activities, a guide sheet for a videotape on these same rules and responsibilities, a posttest, answers to the pretests and posttest, and a list of additional resources. Appended to the module are a sample orientation for salespersons; an orientation to basic spelling skills; and a training sponsor's guide to the cooperative work experience program that covers various topics, including the benefits of work experience programs, responsibilities of the training sponsor, and student orientation. (MN)

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ED233149

Responsibilities of the Teacher-Coordinator & Training Sponsor in Providing On-The-Job Training

This module contains two major parts:

1. Material on the responsibilities of the teacher-coordinator and training sponsor.

2. A video-tape presentation illustrating a teacher-coordinator explaining to the training sponsor the roles of the teacher-coordinator and the training sponsor in providing on-the-job training for the student.

Prerequisite for module: You should understand the features of a cooperative training program. (See Module 2)

When you have completed this module, you will:

GOAL 1: Know the responsibilities of the teacher-coordinator and the training sponsor in providing on-the-job training.

GOAL 2: Be able to explain the roles of the teacher-coordinator and training sponsor in providing on-the-job training.

To begin this self-instructional module, please turn to the pre-test on page 2.

CE 036608

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MODULE NUMBER 7

WORK EXPERIENCE PROGRAM MODULES
COORDINATION TECHNIQUES SERIES

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

The modules were written by:

Module 1: Values of Cooperative Training - Dr. Steven Corbin
Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
Module 5: Training Agreements - Dr. Jack Reed
Module 6: Student Orientation for On-the-Job Training - Mrs. Sue Hahn
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training - Dr. Jack Reed
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Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
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Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
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The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE RESPONSIBILITIES OF THE TEACHER-COORDINATOR AND THE TRAINING SPONSOR IN PROVIDING ON-THE-JOB TRAINING

DIRECTIONS. If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 and begin the learning activities.

1. Define training sponsor:

2. List six responsibilities of a teacher-coordinator when working with a training sponsor.

   a.

   b.

   c.

   d.

   e.

   f.

3. List six responsibilities of a training sponsor when working with a teacher-coordinator.

   a.

   b.

   c.

   d.

   e.

   f.

DIRECTIONS: When finished with the pre-test please turn to page 14 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 3-8.

LEARNING ACTIVITIES

GOAL 1: KNOW THE RESPONSIBILITIES OF THE TEACHER-COORDINATOR AND THE TRAINING SPONSOR IN PROVIDING ON-THE-JOB TRAINING

DIRECTIONS: Read the following information on the teacher-coordinator's relationship with training sponsors.

INTRODUCTION:

The focus within cooperative vocational education is to provide effective occupational experiences within a business for each student. That experience should be carefully planned and controlled to enhance classroom education. The employer of a student enrolled in a vocational work experience program is responsible for helping the work experience teacher-coordinator in identifying someone to act as the student's on-the-job instructor. Once that person is appointed, it is then the teacher-coordinator's responsibility to assist the on-the-job instructor in becoming an effective instructor. You, as a work experience teacher-coordinator, will need to fulfill this responsibility. This module will help familiarize you with the skills necessary to work with that person. At the same time, the on-the-job instructor has certain responsibilities to the teacher-coordinator. You must make the person aware of these responsibilities, and encourage them to fulfill their obligations to the student and the program.

Definition:

A training sponsor is the individual to whom the student-learner looks for instruction and training on the job. The on-the-job training sponsor may be the owner or manager of a business or a responsible individual appointed by management to work on a day-to-day basis with the student for instructional purposes.

TEACHER'S RESPONSIBILITY IN WORKING WITH TRAINING SPONSORS IN DEVELOPING A "TRAINING PROGRAM" FOR THE STUDENT

Initially, the teacher-coordinator must obtain a training station for the program students and place students in an on-the-job training station which matches the student's career interest and needs. Once students have been placed in appropriate training stations, the teacher-coordinator's role becomes one of planning and implementing a training program for each student.

The teacher-coordinator should be considered the "manager" of the on-the-job training component of the work experience program. It is the teacher-coordinator's responsibility, as the education and training expert, to provide the leadership in planning, organizing, implementing, evaluating, and coordinating the student's on-the-job training.

The teacher-coordinator must work very closely with the training sponsor to insure effective training for each student. The training sponsor's duties are crucial to the successful development of the "training program." The training sponsor is the "downtown instructor" and to be effective instructors they must receive guidance and direction from the teacher-coordinator. The duties of the teacher-coordinator in assisting the training sponsor in developing a training program for each student include:

1. After obtaining a training station which can provide the appropriate training for the student, the teacher-coordinator should meet with the training sponsor and review the purpose of the program and provide an overview of how the "training program" should operate.

2. Completing a training agreement with the training sponsor outlining the general responsibilities of the student, training sponsor, and teacher-coordinator.

3. Meeting with the training sponsor to explain their responsibility for cooperatively planning, organizing, supervising, and evaluating the student's on-the-job training. This information should be outlined in a training guide or training sponsor's handbook. The guide may be used to explain the training sponsor's responsibilities.

4. Assisting the training sponsor by providing guidelines and materials for implementing orientation training for the student. The teacher-coordinator should provide the training sponsor specific information to orient the student during the first week or two of on-the-job training.

5. Analyzing the student's job in terms of the student's needs for training and the knowledges, attitudes, and skills needed by the student to successfully perform the job.

6. Making sure the student's job meets the requirements for a cooperative work experience training station.

7. Explaining to the training sponsor the need to follow a training plan to insure progressive on-the-job training for the student.

8. Developing a training plan to identify the specific knowledges, attitudes, and skills the student should develop in on-the-job training. The training plan and evaluation form may be combined into one form.

9. Developing and making available to training sponsors the administrative materials and procedures to be used in evaluating the student's on-the-job training. The teacher-coordinator should explain thoroughly the procedures which should be used in evaluating the student's on-the-job training.

10. Interpreting school policies and regulations to the training sponsor. Provide copies of each to the employers and training sponsors. This should include an explanation of the report forms and records to be used in the program.

11. Suggest evidences of progress to look for in student's performance on the job. Support them with information and materials on effective evaluation.

12. Reviewing related class content with the sponsor throughout the year. Evidence of student performance in-class may be useful.

13. Suggesting experiences the student is ready for at the training stations.

14. Informing the training sponsor of any change of status of the student regarding grades, change of career plans, or information regarding the student's feelings about the job.

15. Encouraging the training sponsor to praise the student for good work performed. Explain a variety of educationally sound reinforcement techniques.

16. Being available at all times when the training sponsor needs assistance with the student.

Training Sponsor's Responsibilities to the Teacher-Coordinator and Student

A person who agrees to serve as a training sponsor for a student in a vocational program has taken on a special set of tasks. The training sponsor is the "downtown instructor." The person has agreed to provide training in a work setting that will complement the classroom instruction. That training needs to be educationally sound and progressive if it is to be of most value for the student-learner. The following list describes the responsibilities a training sponsor has within the vocational program to make the on-the-job training element an effective part of the student's program.

1. Interview Several Work Experience Students as Potential Employees.

   The teacher-coordinator will identify 2 or 3 students who are interested in working in the business. Each student will be interviewed like any prospective employee.

2. Select a Student-Learner; Notify the WE Teacher-Coordinator of the Selection.

   The teacher-coordinator will inform all students of the decision. If the student has decided to accept the position, employment conditions can be agreed upon at this time.

3. Review the Training Guide with the WE Teacher-Coordinator.

   The Training Guide has been developed to overview the operation of the work experience program. After a student has been selected, the WE teacher-coordinator will meet with the training sponsor to plan the student's on-the-job training. At that time the Training Guide will be reviewed and the training sponsor's questions can be answered.

4. Review and Sign the Work Experience Training Agreement.

   The Training Agreement outlines the responsibilities of the persons participating in the Cooperative WE program. It is not a contract; it is developed and signed to insure that everyone understands the program.

5. Orient the Student-Employee to the New Job.

   This may be the first real job the student has held. It is important the new employee be put at ease as soon as possible. The student needs to be oriented to the new job and to the people she/he will be working with. An orientation Training Plan is provided on Appendix - 1.

6. Develop and/or Review a Training Plan with the WE Teacher-Coordinator.

   The major purpose of the student's employment is to provide training. A Training Plan is an outline of the areas of training to be accomplished on the job.

7. Review Orientation Information with the Student.

   Several weeks after the student has started the job, the orientation information should be reviewed with the student. The student will be more familiar with the business and the job and may have many questions.

8. As a new employee, the student may need a great deal of direction and supervision. This helps to insure that the student is developing good work habits and is learning the job correctly. As the student learns the job, less direction and supervision of daily activities will be needed.

9. Provide Necessary Instruction when New Tasks are Introduced.

   As the student progresses on the job, new tasks should be introduced. The Training Plan lists the skills to be learned by the student. Close supervision will be needed as the student performs the task the first few times.

10. Provide Opportunities for the WE Teacher-Coordinator to Observe the Student.

    While the training sponsor is responsible for supervising the student on the job, the WE teacher-coordinator is interested in the student's job responsibilities, too. The teacher will visit the student on the job occassionally to observe and discuss the job. A schedule can be organized so the observation will not interfere with business operations.

11. Meet with the Teacher-Coordinator to Discuss the Student's Performance.

    In addition to observing the student's performance, the teacher-coordinator is interested in the training sponsor's judgment of the student's progress. Evidence of satisfactory or unsatisfactory performance will help the teacher in planning the student's classroom activities.

12. Regularly Discuss Strengths & Areas of Needed Improvement with the Student.

    The student-learner wants to know how she/he is progressing on the job. Regular formal and informal conferences with the student will also provide a good opportunity for the student to ask questions and discuss problems.

13. Add Additional Duties & Responsibilities from Training Plan as Student Progresses.

    As the student progresses on the job, review the Training Plan to make sure that the student is learning the entire job.

14. Complete Each Student Evaluation Report and Other Progress Reports.

    On a regular basis (usually once or twice every 9 weeks) the training sponsor will formally evaluate the student's progress and complete an evaluation report.

15. Review the Evaluation Report in a Conference with the Student & Coordinator.

    A conference after each formal evaluation will help the student understand the evaluation report and will identify strengths and areas of needed improvement.

16. Report any Training or Attendance Problems to the WE Teacher-Coordinator Immediately.

    If there are any problems with the student, they can be most effectively handled immediately. The teacher-coordinator should be called as soon as problems arise.

17. Help the Student Clarify Career Goals and Attitudes Toward Work.

    The student-learner is in the process of deciding on a career. The training sponsor can help by discussing the opportunities in the business with the student. He/She should give a realistic picture of the opportunities and be willing to answer any questions the student may have.

PRE-TEST: GOAL 2

DIRECTIONS: Write the answers to the following True/False statements by writing T or F on the lines preceding each statement.

	True	False	
1.	____	____	It isn't necessary to work with anyone else in the business except the training sponsor.
2.	____	____	It is important that you consider the individual needs of each training sponsor.
3.	____	____	The employer or owner of a business may be the training sponsor.
4.	____	____	The training sponsor should be able to use the student for any type of work in the business.
5.	____	____	It is a good idea to plan a conference to meet with the employer, training sponsor, and other involved employees.
6.	____	____	Training sponsors should not be required to evaluate students.
7.	____	____	It is not necessary to inform training sponsorsof school activities, policies, and regulations.
8.	____	____	You should encourage training sponsors to praise students for good work.
9.	____	____	Since the manager hired the student, he or she should be the one to evaluate the student's on-the-job performance rather than the training sponsor.
10.	____	____	The training sponsor should be willing to follow a training plan.
11.	____	____	If a student is dissatisfied with his/her job, you should discuss the situation with the training sponsor.
12.	____	____	If a student does not report to work, the training sponsor should contact you at school.
13.	____	____	The student should not be treated as other part-time employment.
14.	____	____	You should develop a training plan without input from the training sponsor.

15. ____ ____ The student should receive credit, grade, and pay for on-the-job training.

16. ____ ____ The training sponsor should attempt to provide instructional materials from the job for the student to use in the classroom.

DIRECTIONS: When finished with the pre-test, please turn to page 14 and compare your answers with the pre-test key. If you missed three or more you should do additional reading in some of the ADDITIONAL RESOURCES, page 16 and then take the pre-test again.

LEARNING ACTIVITIES

GOAL 2: BE ABLE TO EXPLAIN THE ROLES OF THE TEACHER COORDINATOR AND TRAINING SPONSOR IN PROVIDING ON-THE-JOB TRAINING

DIRECTIONS: Read the following Introduction and watch the video tape showing a teacher-coordinator explaining responsibilities to a training sponsor.

INTRODUCTION:

To insure that the on-the-job training element of the cooperative vocational program operates effectively, the teacher-coordinator must work closely with the training sponsor. In many cases the training sponsor will have never worked with a cooperative program before and will have a limited understanding of his/her responsibilities. The teacher-coordinator should meet with each training sponsor and explain the responsibilities of the training sponsor to the student. The responsibilities of the teacher-coordinator to the training sponsor and the student should also be reviewed. A conference will help to improve the participation of the training sponsor in the program and provide an effective training experience for the student.

PROCEDURES TO USE IN EXPLAINING THE TRAINING SPONSOR'S RESPONSIBILITIES IN PROVIDING THE STUDENT'S ON-THE-JOB TRAINING

To effectively plan and coordinate the student's "training program," the teacher-coordinator needs to spend a considerable amount of time with the training sponsor. To obtain effective on-the-job training for the student, the teacher-coordinator must make sure that the training sponsor:

1. Understands the purpose of the work experience program and is aware of the importance of the on-the-job training component of the program.

2. Understands how to provide orientation training to the student.

3. Understands the responsibilities of the training sponsor as outlined in the training agreement. The training sponsor should also understand the teacher-coordinator's role in providing the student's on-the-job training and the need to cooperate with the teacher-coordinator in directing the student's on-the-job training.

4. Understands how to use the student's training plan and the procedures to be followed in evaluating the student's on-the-job training.

5. Can use the training plan in conducting evaluations of the student's on-the-job training performance.

6. Will cooperate with the teacher-coordinator during regular coordination visitations to the training station.

It is important that the teacher-coordinator provide the guidelines and procedures which will assist the training sponsor in providing effective training for the student. The teacher-coordinator may wish to develop a training guide to explain the program and on-the-job training program to the training sponsor. The training guide might outline:

1. The Purposes and Goals of the Program
2. The Benefits of the Program
3. The Characteristics of the Work Experience Student
4. The Training Sponsor's Responsibilities
5. The Qualifications of the Teacher-Coordinator
6. An Orientation Training Checklist

An example of a training guide is provided in the Appendix.

VIDEO TAPE:

You should now watch the video tape illustrating a teacher-coordinator explaining on-the-job training responsibilities to the training sponsor. Please notethe teacher-coordinator's explanation of the training agreement, training plan, and coordination procedure. The copies of the Training Guide and Training Plan used in the video tape are provided in the Appendix. Please use the guide sheet on page 12 to aid your viewing.

A GUIDE FOR THE VIDEO TAPE ON EXPLAINING THE RESPONSIBILITIES OF THE TEACHER-COORDINATOR AND TRAINING SPONSOR IN PROVIDING ON-THE-JOB TRAINING

DIRECTIONS: While viewing the video tape, you may wish to refer to the Orientation Training Plan and Training Guide provided in the Appendix.

1. List the teacher-coordinator's responsibilities for providing the student on-the-job training.

2. List the training sponsor's responsibilities for providing the student on-the-job training.

DIRECTIONS: When you have completed this guide sheet, please turn to page 13 for the Post-Test for Goal 2. If you feel you need additional information before attempting the Post-Test, you may want to read the module or view the video tape again.

POST TEST

For each of the following items, list the responsibilities of the teacher-coordinator and the training sponsor in providing effective on-the-job training.

	Teacher-Coordinator	Training Sponsor
1. Job Interview		
2. Job Orientation		
3. Training Plans		
4. Job Supervision		
5. Student evaluation and grading		

PRE-TEST KEY

GOAL 1

1. Define training sponsor:

   Training sponsor is the individual to whom the student-learner looks for instruction and training on-the-job. The on-the-job training sponsor may be the owner or manager of a business or a responsible individual appointed by management.

2. List six responsibilities of a teacher-coordinator when working with a training sponsor.

   1. Explain how the "training program" should operate.
   2. Complete a training agreement with the training sponsor.
   3. Explain to the training sponsor the responsibilities in planning and implementing the student's on-the-job training.
   4. Assist the training sponsor in providing orientation training for the student.
   5. Complete a training plan with the training sponsor for each student.
   6. Explain procedures for evaluating the student's on-the-job training.

3. List six responsibilities of a training sponsor when working with a teacher-coordinator.

   1. Interview students for job placement.
   2. Sign a training agreement for your student-trainee.
   3. Orient the student to the job.
   4. Closely supervise the student's work.
   5. Provide job instruction to the student.
   6. Meet with the teacher-coordinator to discuss the student's performance.
   7. Conduct a performance appraisal interview with the student.

GOAL 2

1. F	5. T	9. F	13. F
2. T	6. F	10. T	14. F
3. T	7. F	11. T	15. T
4. F	8. T	12. T	16. T

DIRECTIONS: If you missed any of the pre-test items, please turn to the appropriate Learning Activities. If you would like more depth in the areas covered, turn to the Resources on page 16.

POST-TEST KEY

	Teacher-Coordinator	Training Sponsor
1. JOB INTERVIEW	The teacher coordinator will send two or three students to the training sponsor for job interviews.	The training sponsor will interview the students and select one to provide on-the-job training.
2. JOB ORIENTATION	The teacher-coordinator should provide suggestions to the training sponsor on what to cover with the student for job orientation. The teacher-coordinator may also provide the training sponsor with an orientation training plan.	The training sponsor should explain to the student information on: Orientation to the Business Rules and Regulations for on-the-job training and Basic Job Skills.
3. TRAINING PLANS	The teacher-coordinator should conduct a meeting with the training sponsor to identify the knowledges, attitudes, and skills which the student should develop during the on-the-job training.	The training sponsor should follow a training plan in providing on-the-job training for the student.
4. JOB SUPERVISION	The teacher-coordinator makes periodic coordination visitations to observe the student's performance. The teacher-coordinator provides the training sponsor with the training materials and suggestions on how to evaluate the student performance.	The training sponsor closely supervises the students on-the-job training including job instruction and performance appraisal.
5. STUDENT EVALUATION AND GRADING	The teacher-coordinator should provide the training sponsor with training plans which may be used to evaluate the student's on-the-job training. The teacher-coordinator uses the training sponsors evaluation of the student's performance as one means of determining the on-the-job training grade.	The training sponsor conducts the student's performance appraisal in a three-way conference with the student and the teacher-coordinator.

ADDITIONAL RESOURCES

1. American Vocational Association. Vocational-Technical Terminology. Washington, D.C.: American Vocational Association, 1971, p. 71.

2. Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville: The Interstate Printers and Publishers, Inc., 1976, pp. 209-238.

3. Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1975, pp. 181-205.

4. The Center for Vocational Education. Performance-Based Teacher Education Modules, (J-6). Athens: American Association for Vocational Instructional Materials, 1976.

5. Uthe, Elaine F. The Cooperative Vocational Program. Athens: Division of Vocational Education, 1972.

ORIENTATION TRAINING FOR SALESPERSON

DIRECTIONS: A good orientation is important for all new employees. This may be the new employee's first job and he/she may be uneasy about asking questions. The orientation training plan provides you with an opportunity to develop a spirit of cooperation and effective communication between each new employee and yourself. The activities listed in the outline are suggested items to explain during the orientation training period. You may wish to modify the form for use in your business. Check each item as it is explained to the new employee.

ORIENTATION TO THE BUSINESS

___Provide printed materials about the company.
___Provide background information on the business.
___Explain the business' philosophy toward customers.
___Explain the business' expectations of new employees.
___Provide an overview of the selling job.
___Have the new employee complete necessary forms and paper work.
___Answer any questions from the new employee.

BUSINESS PROCEDURES AND REGULATIONS

Explain to the new employee:

___Work schedules
___How to check in and out
___Pay rate (regular/overtime); when and how student is paid
___All applicable fringe benefits
___Appropriate dress and grooming
___Schedule and location for meals and breaks
___Procedures for absences, tardies, and time off
___Safety procedures and how to handle accidents
___Dealing with job questions and problems
___Telephone use
___Probationary period and reasons for termination
___Evaluation procedures

ORIENTATION TO THE JOB

___Introduce the person to whom the student will be responsible
___Explain the supervisor's role
___Tour the work area
___Introduce the student to co-workers
___Explain the duties of the job
___Review any training materials and procedures available for the student to use

ORIENTATION TO BASIC SELLING SKILLS

Demonstrate how to perform the following skills:

___Operate the cash register
___Make change
___Handle cash/charge sales
___Handle credit card sales
___Check cashing procedures
___Cash returns/credits
___Complete the sales ticket
___Housekeeping duties
___Answer telephone
___Communication with customers
___Handle customer complaints
___Sales do's and don'ts
___Approach the customer
___Use product knowledge
___Handle objections
___Close the sale

OTHER PROCEDURES OR INFORMATION

Please list:

Training Sponsor's Guide

To the Cooperative Work Experience Program

Compliments of . . .

(insert business card)

The Work Experience Program is designed to prepare effective employees through a combination of classroom instruction, on the job training and student organization activities.

Congratulations

I would like to express my sincere thanks to you for becoming a training sponsor for the Work Experience Program. You have agreed to accept the responsibility of training a high school work experience student. Without your cooperation, this educational training program would not be possible.

This training guide is designed especially to assist you. It is based on the belief that effective training is the result of planning the student's work experience. You have much to offer, and your business establishment is important to the training of your work experience student.

Within this booklet you will find information about: (a) the Work Experience Program, (b) the student/employee, (c) the work experience teacher-coordinator, (d) your responsibilities as a training sponsor, and (e) a work experience student orientation checklist.

The Work Experience Program is a cooperative venture. Your efforts as a training sponsor will become easier if you work closely with me, the teacher-coordinator. Do not hesitate to call on me whenever assistance is needed.

Benefits of the Work Experience Program

The Work Experience Program

This is a cooperative vocational educational program designed to provide career/vocational experiences for handicapped students who want and can benefit from these experiences.

The Purposes

The program's purposes are:

1) to assist the student in developing necessary social and personal skills needed to live as a productive member of society;
2) to provide an opportunity for the student to explore careers and participate in actual work experiences through job placement;
3) to help the student develop sound work habits and realistic vocational expectations; and
4) to provide each student with entry-level skills in an occupation.

Cooperative Vocational Education

- The cooperative Work Experience Program derives its name from the cooperative working arrangement between the school and the business community.
- Students attend school for half of the school day. While in school, students take subjects required for graduation as well as subjects relating to their occupational choice. During the other half of the school day the student is employed in a community business.
- The success of the cooperative training program with the student is dependent upon the cooperation between the teacher-coordinator and you, the training sponsor. Your understanding and support of the Work Experience Program is essential!

The Work Experience Student

Students who enroll into the Work Experience Program are generally high school juniors or seniors. They are enrolled in a related class to learn life-coping concepts, independent living skills, and to develop basic occupational knowledge and skills. Instruction is also provided in academic areas such as math, English, social studies and other subjects.

Students learn not only general principles, but specific skills needed for successful employment. The Work Experience teacher-coordinator interviews each student for competitive employment. Those students who are ready for employment are accepted into the cooperative program. Most students have had prior training in good grooming, proper job attitudes, human relations and communication skills.

What You Can Expect From the Student

- A willingness to learn.
- Increasing their knowledge of your business and business operations.
- Good attendance.
- Satisfactory work performance.
- A steady employee who is available for a minimum of 15 hours per week throughout the school year.
- An interest in the operation of your business.

The Student Agreement

Each student is required to sign a program agreement at the beginning of the school year. This agreement outlines the student's major responsibilities to you, the training sponsor, and to the program. This signed agreement demonstrates the student's commitment to your business and the program.

Benefits of the Work Experience Program

- Students are in the Work Experience Program because of their interest in developing employment skills.
- The students receive classroom instruction relating to their occupational interests.
- Students can work for you a minimum of 15 hours per week.
- The structure of the program allows flexibility of work schedules.
- The teacher-coordinator is an "extra" supervisor of your new employee.
- Your recruiting expenses are reduced since students are screened by the teacher-coordinator.
- You are provided with steady part-time help for one full school year.
- You will never pay unemployment insurance or have a claim filed by a student enrolled in the Work Experience Program.
- You are actively participating in the educational development of the community's youth.

Labor Laws

You should be aware of any child labor laws, minimum wage laws, hazardous occupation requirements and unemployment regulations that affect your business and the student trainee. The Work Experience teacher-coordinator will explain specific labor laws relating to your participation in the Work Experience Program.

Help the Student Feel at Home

- Treat the student as a member of the team.
- Give instruction clearly (tell "why" as well as "how").
- Use the word "we" rather than "you" or "I."
- Give constructive criticism.
- Remember that the student will have moments of frustration, anger and discouragement.
- The student is a new, young employee. Be careful of giving too much responsibility too quickly.

You may be the first work supervisor in the trainee's life. Therefore, you are presented with a real challenge because the attitudes, personal traits, and work habits developed by the student on the job are likely to be permanent. At the same time you will get satisfaction from seeing your trainee develop and grow under your guidance into a competent worker and a worthwhile person in your organization.

The Work Experience Teacher-Coordinator

The teacher-coordinator is responsible for planning, organizing and operating the Work Experience Program. Activities include providing the related classroom instruction, helping the student obtain a part-time job for training in a local business, and helping the employer provide meaningful training and supervision for the student. A variety of other related tasks are necessary in operating an effective cooperative work experience program.

Teacher-Coordinator's Schedule

The work experience teacher-coordinator teaches several classes during the school day and has time each day to coordinate and supervise students' on-the-job training.

Teacher-Coordinator's Program Responsibilities

Teach: provide learning experiences in the classroom that are related to each student's occupational needs.

Student Placement: place students in community businesses which offer worthwhile educational experiences.

Coordination: develop a sound on-the-job training program and work with employers to insure progress for each student.

Advisory Committee: work with a committee of business people to review the Work Experience Program and make suggestions for improvement.

Student Organization: serve as the chapter advisor for a student organization that is an important part of the program.

The Teacher-Coordinator's Responsibility to You

- To provide qualified part-time student trainees who will mature with job experience and become effective employees of the organization.
- To assist you in establishing a suitable training plan and work schedule for the student-trainee.
- To provide the student with classroom experiences which will complement the student's on-the-job training.
- To contact you regularly to insure satisfactory job performance.
- To evaluate the student's progress on a regular schedule.
- To work closely with you to insure a sound training program.

Coordination Visits

Coordination visits will be conducted on a regular basis by the teacher-coordinator. The purpose is for the training sponsor and teacher-coordinator to discuss the training of the student. The teacher-coordinator will review information on how the student's training is progressing — training plans, student evaluation, and informal progress reports.

These regular coordination visits are vital for effective communication between the work experience teacher-coordinator and training sponsor. The visits also insure the best possible on-the-job training for the student.

Advisory Committee Membership

Periodically, employers will be invited to serve on the Work Experience Advisory Committee to assist in updating and improving the educational program. Their suggestions and recommendations help improve the program and strengthen the students' training. The committee is composed of members from the business community and meets several times a year.

Responsibilities of the Training Sponsor

Responsibilities of the Training Sponsor

This is a review of your major responsibilities as a training sponsor. The activities are essential in helping the student develop into a successful employee. Please review the list on a regular basis to insure effective training.

1. Interview and hire work experience students.
2. Review and sign training agreement.
3. Review training guide with work experience teacher-coordinator.
4. Provide job orientation.
5. Develop training plan.
6. Review orientation information with student.
7. Supervise student's daily work.
8. Provide instruction for new tasks.
9. Allow teacher-coordinator to observe student.
10. Discuss student performance with teacher-coordinator.
11. Review job performance with student.
12. Add new duties and responsibilities.
13. Complete evaluation reports.
14. Participate in evaluation conferences.
15. Report any job problems to teacher-coordinator.
16. Provide career information to student.

Interview Work Experience Students as Potential Employees

The teacher-coordinator will identify one or two students who are interested in working in your business. You will be asked to interview students just as you would any prospective employee so that they have the opportunity to experience the actual job application process. After you have interviewed all students, you and the work experience teacher will identify the student that you would like to hire. Employment conditions can be agreed upon at that time.

Review and Sign the Work Experience Program Training Agreement

The training agreement outlines the responsibilities of the persons participating in the Cooperative Work Experience Program. It is not a contract; it is developed and signed to insure that everyone understands the program. The teacher-coordinator will bring the training agreement to you after you have hired a student. Make sure you understand and sign the agreement.

Review the Training Guide with the Work Experience Teacher-Coordinator

The Training Guide has been developed to overview the operation of the Work Experience Program. You should read the guide as soon as you have decided to participate as a training sponsor. Soon after you have selected a student-trainee, the teacher-coordinator will meet with you to plan the student's on-the-job training. At that time the Training Guide will be reviewed and the teacher-coordinator will answer any questions you may have.

Orient the Student-Employee to the New Job

This may be the first real job the student has held. It is important that the new employee be put at ease as soon as possible. Orient the student to the new job and to the people she/he will be working with. Plan the orientation carefully to avoid confusion. Don't provide too much information at one time; answer all questions. The teacher-coordinator will provide you with materials that will be helpful in orienting the new employee.

Develop and/or Review a Training Plan with the Teacher-Coordinator

The major purpose of the student's employment is to provide training. A training plan is an outline of the areas of training to be accomplished on the job. The teacher-coordinator will ask you to review a training plan to make sure that the student will be developing the necessary skills. You should keep a copy of the plan and use it in training the student.

Review Orientation Information with the Student

During the first several weeks of the student's employment you should frequently review the orientation information. The student will be increasingly familiar with the business and the job and may have many questions. By reviewing the orientation information you can make sure that the student understands the job as well as the company's policies, rules and procedures.

Closely Supervise the Student's Daily Work

As a new employee, the student may need a great deal of direction and supervision. Make sure that the student is developing good work habits and is learning the job correctly. As the student learns the job, you can give fewer directions and less supervision for daily activities.

Provide Necessary Instruction When New Tasks are Introduced

As the student progresses on the job, new tasks should be introduced. The training plan lists the skills to be learned. Make sure that the student understands the new tasks and is given proper instruction. Then supervise closely as the student performs the task the first few times.

Provide Opportunities for the Teacher-Coordinator to Observe the Student's Work

While you are responsible for supervising the student on the job, the teacher-coordinator is interested in the student's job responsibilities, too. The teacher must coordinate the student's work with classroom instruction. The teacher will visit the student on the job occasionally to observe and discuss the job. A schedule can be organized so the observation will not interfere with the operation of your business.

Meet with the Teacher-Coordinator to Discuss the Student's Performance

In addition to observing the student's performance, the teacher-coordinator is interested in your judgment of the student's progress. During scheduled visits to your business, the teacher-coordinator will discuss that progress with you. Evidence of satisfactory or unsatisfactory performance will help the teacher in planning the student's classroom activities. The teacher-coordinator can be most helpful if you provide specific information on a regular basis regarding the student's performance.

Regularly Discuss Strengths and Areas of Needed Improvement with the Student

The student-learner wants to know how he/she is progressing on the job. Regular formal and informal conferences with the student will allow you to discuss the student's progress and give suggestions for improvement. It will also provide a good opportunity for the student to ask questions and discuss problems.

Add Additional Duties and Responsibilities from the Training Plan as the Student Progresses

The training plan outlines the skills needed by the student to be an effective employee. As the student progresses on the job, review the training plan to make sure that the student is learning the entire job.

Complete Each Student Evaluation Report and Other Progress Reports

Usually once or twice every nine weeks you will be asked to formally evaluate the student's progress and complete an evaluation report. This evaluation will measure the student's skills, attitudes and work habits. The evaluation report and other progress reports are important in determining the training needs of the student. Complete each of them carefully.

Review the Evaluation Report in a Conference with the Student and the Teacher-Coordinator

A conference after each formal evaluation will help the student understand the evaluation report and will identify strengths and areas of needed improvement. The conference is not a threatening situation, but an opportunity to plan the training program for the next several weeks based on the student's past performance. The teacher-coordinator will schedule the conference at a time that is convenient for you and the student.

Report any Training or Attendance Problems to the Teacher-Coordinator Immediately

The training of the student is a cooperative activity between you and the teacher-coordinator. The coordinator will contact you regularly to determine progress. However, if you have problems with the student, they can be most effectively handled immediately. Call the teacher-coordinator as soon as problems arise.

Help the Student Clarify Career Goals and Attitudes Toward Work

The student is in the process of deciding on a career. You can help by discussing the opportunities in your type of business with the student. Give a realistic picture of the opportunities and be willing to answer any questions the student may have. Provide the students with as many experiences and opportunities as possible during the training period. Be a good model of the type of businessperson you would like the student to become.

Student Orientation

Student Orientation

A good orientation is important for all new employees, but it is particularly necessary for a student employee. This may be the first real job the student has had. The student will be nervous, lack self confidence, and be uneasy about asking questions. The orientation is an opportunity to put the new employee at ease and develop a spirit of cooperation and communication between you and the student. It is also a time to be sure that the student and other employees are comfortable with each other.

As you provide the orientation, the following suggestions may be helpful

1. Set aside adequate time for the orientation. Don't rush through a lot of information.
2. Don't use business language that a new employee is not likely to understand.
3. As you show the student around the business, explain the "why" and "how" of what you're seeing.
4. If there is a lot to be learned, break the orientation down into several segments.
5. Whenever possible provide materials for the student to take back to the classroom to study. Be sure to explain the materials, and be careful that the materials are not too difficult to read and understand.
6. Make sure the student understands the information. Ask questions and give the student plenty of opportunity to ask questions. Some things may need to be explained more than once.
7. Show the student where to go with problems and questions. Reassure him/her that it is all right to ask questions.

The following orientation checklist is provided to assist you in planning orientation activities. It may need to be modified to fit your business.

Orientation Checklist

Directions: Check each item as it is completed. Review the checklist with the student on a regular basis until you are sure the student is familiar with the information.

Orientation to the Company

_____ 1. Distribute appropriate printed materials.
_____ 2. Describe the history of the company.
_____ 3. Describe products produced or services rendered.
_____ 4. Show and explain the organization chart.
_____ 5. Explain company policies and procedures.
_____ 6. Explain employee benefits and services.
_____ Other:

Orientation to the Department

_____ 7. Explain the functions of the department.
_____ 8. Explain how the department fits into the company.
_____ 9. Explain general organization of the department.
_____ 10. Explain any specific rules of the department.
_____ Other:

Orientation to the Work Group

_____ 11. Introduce employee to all co-workers.
_____ 12. Explain specifically what they do.
_____ 13. Inform employees of their relationship to the student.
_____ 14. Explain to whom the employee will be responsible.
_____ Other:

Orientation to the Specific Job

_____ 15. Overview what the student will do and how it should be done.
_____ 16. Explain why the job is done.
_____ 17. Explain how the job fits in with other jobs.
_____ 18. Explain how the job fits into the company.
_____ 19. Tell the student where to get help if needed.
_____ Other:

Failures in Orientation Programs

- Allowing the worker to report directly to the work station without first providing background information and instruction regarding the job to be done.
- Attempting to conduct on-the-job training in surroundings which do not permit adequate understanding.
- Relying on inadequate and improper methods of instruction.
- Failing to introduce the new employee to superiors and co-workers in such a way that a good working relationship can be established.
- Being unrealistic about worker speed in learning new tasks.
- Failing to properly inform employees of what is expected of them and why.
- Making no effort to have the new employees understand the relationship of their job to the total business.

Have Your Orientation Sessions Been Designed to Avoid These Problems and Reduce the Chance of New Employee Failure?

Key Points in Training Workers

Many of the problems faced by trainers could be prevented through proper orientation and training of personnel. The training needs of students in the Work Experience Program are not very different from that of any first time employee. The following ideas will aid in the training of all new employees.

1. People learn at different speeds. The trainer, therefore, should be patient with a "slow learning employee" and offer reassurance and encouragement. Learning rate has little relationship to the skill levels an employee can develop.
2. Trainees do not progress smoothly. The trainer should expect ups and downs in the worker's progress. Learning is generally faster during the first few practice sessions, then slows down until skill is acquired. Learners may at times even appear to lose skills already acquired.

3. Trainees get discouraged. Frequently the learner reaches a "learning plateau" at which point there is little noticeable improvement. Determined persistence without a break may cause performance to get worse. The trainer should expect this and be prepared to reassure the trainee. Close supervision is necessary to eliminate trainee frustration. Alternative activities should be available for trainees at the time when a new employee is frustrated.
4. Nervousness is natural. Effective orientation will reduce some but not all of the nervousness. Trainees should be reassured and encouraged frequently.
5. Poor training often hinders the learner. Training should be planned and administered with the utmost care. Those assuming the trainer's role should be carefully prepared for that role.
6. The whole job should be shown first. The individual parts of the job should be taught only after the trainee has an understanding of the over-all job. The parts of the job may be taught in a different order than they will actually be performed on the job for safety and ease of learning.
7. Training should be properly timed. Several short periods are more effective than one long period of training. Rest periods in between or alternative activities help to refresh the trainee.
8. It is important to explain "why" and demonstrate "how." People learn faster and have less anxiety if they understand why a job is performed in a certain way. Showing how to do a job rather than just explaining also improves the rate of learning.
9. Trainees should always know how they are doing. Trainees left in the dark about their progress become frustrated and their learning progress suffers. Errors are most easily corrected early before they have become habits.
10. Form rather than speed should be stressed in initial training. Once proper form is acquired, speed will be developed through practice and experience. Form should be reviewed occasionally even while trainees are working on speed.

Whither

He isn't sure of where to go
Of what he ought to do
His hopes range through a dozen fields
Although his skills are few;
And unless someone lends a hand
To guide him on his way,
There may be one more problem child
Whose keep we all must pay.

So why not take a little time
To sit down with him now,
And find out what he likes to do
And where he lives and how?
For there's a place for everyone
Plus a job that he can do,
If a friend would only show the way.

That friend might well be you.

Marjorie F. Johnson